

My Place My Home - Phase 1

Outcome Report



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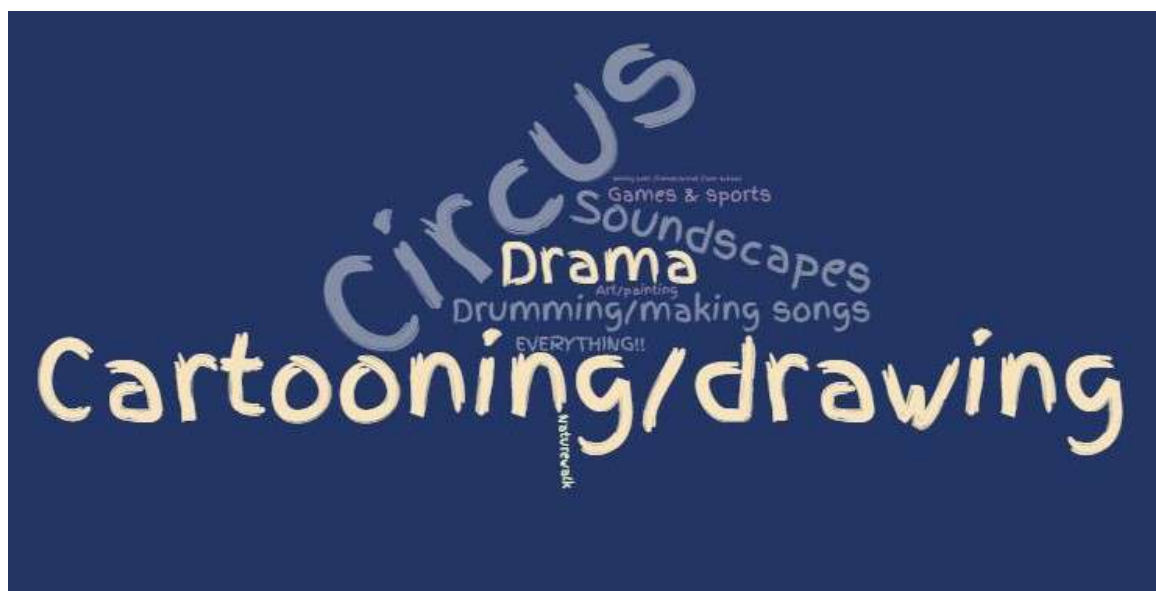


EXECUTIVE SUMMARY

“My Place My Home” is the working title for a creative recovery project which grew out of collegial conversations, initiated in January 2020, around support and outreach to the communities of North East Victoria following the impact of the extensive summer bushfires.

The complex cascading issues impacting this region – drought, fire and COVID – over the last year have resulted in multiple and complex issues for individuals and communities. There was a strong belief among some mental health workers that a highly creative, arts-based approach to psychological recovery could be of great benefit. Four schools – Corryong P-12 College, Sacred Heart Primary, Khancoban Primary and Walwa Primary – expressed interest to grow creative recovery programs to support their school communities and grow strategies for wellbeing.

Phase One of the projected engagement process occurred at the end of term 2. A diversity of creative engagement workshops were presented over 4 days. This enabled the four school communities to come together, share space, time and creative programs, enabling a joyful exchange of new experiences and relationship building. The program was conducted to gather information from the young people about what they would be interested to participate in for future program development, to get a sense of the potential impact of such a program and to ascertain effective management strategies for a collaborative approach to future creative recovery programming.



KEY RECOMMENDATIONS

1. *Delivery of program with available funds:*

We are pleased to acknowledge that we have remaining funds from the initial investment for the My Place My Home project, to a total of \$8000.00.

Given the identified interest from the young people it is recommended that the following be funded for term 3 of 2021:

Music video recording of collective song (Mountains and Valleys) across all schools - \$3000

- Engagement of musician to formalise and set/teach song across school communities
- Engagement of Corryong dance teacher (Rebecca Hamilton)- to work on choreography for the music video with videographer and the young people
- The engagement of Upper Murray videographer (Paul Smith Super Goat Media) to develop and oversee the music video in collaboration with young people

There is an opportunity for this video outcome to be shared on a state wide platform being developed through the Festival for Healthy Living. Schools across the outer-urban rim of Melbourne are being asked to write and present songs for RUOK? Day. Involvement with this platform will ensure an exposure and promotion of the work across Victorian school, health networks and interested audiences.

Artist in residence - \$3000

- Engagement of artist to visit schools for three days across the term -
- Cost inclusive of travel
- Materials will need to be supplied by the school

An opportunity for writer/artists Adrian Osborne to return to the school to develop on graphic notation skills for diary development – letters to self. Each visit will be separated by time for the young people to develop work and reflect feedback on for the next visit.

Local co-ordinator / Grant writer - \$2,000

A coordinator who will work with the working party to ensure the development and implementation of planning and funding applications for 2022/3 project development.

Pending applications are:

- Vinnies Bushfire relief - ASAP
- NAB Community Bank – 30 July
- Heritage Bank – 30 July
- Foundation for Rural and Regional Renewal – 24 Aug & 23 Nov
- Sisters of Charity – 30 Sep
- Benson Family – 8 Oct
- Bank of Melb – 10 Oct

2. ***Extension of program for term 4 through additional funding:***

There has been some discussion within the working party of other available funds that could be accessed for the school's program. If these funds can be confirmed we recommend the following artist in residence program for term 4 of 2021:

- Half day program per school each week – 8 weeks
- One after school program for teachers per week - rotating around the four schools
- 2-3 artists working as a team with teachers and wellbeing representatives – sound artists/drama/writing

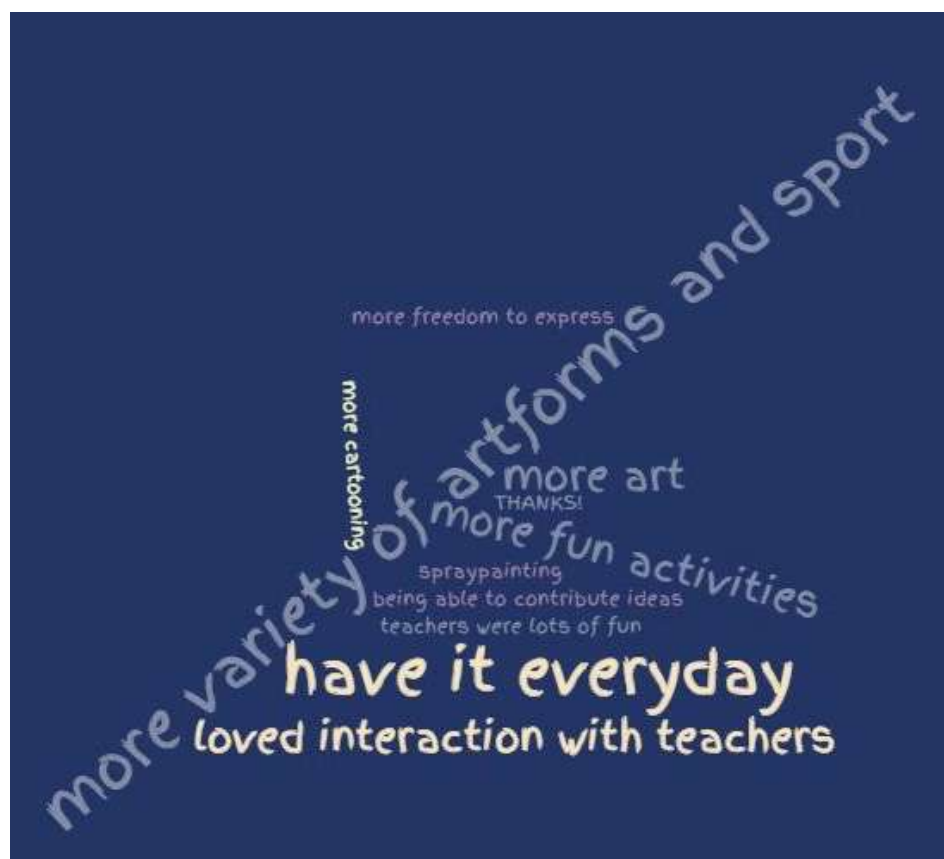
Costs inclusive of fee, travel, accommodation (2nights), per diem - \$4,500/week

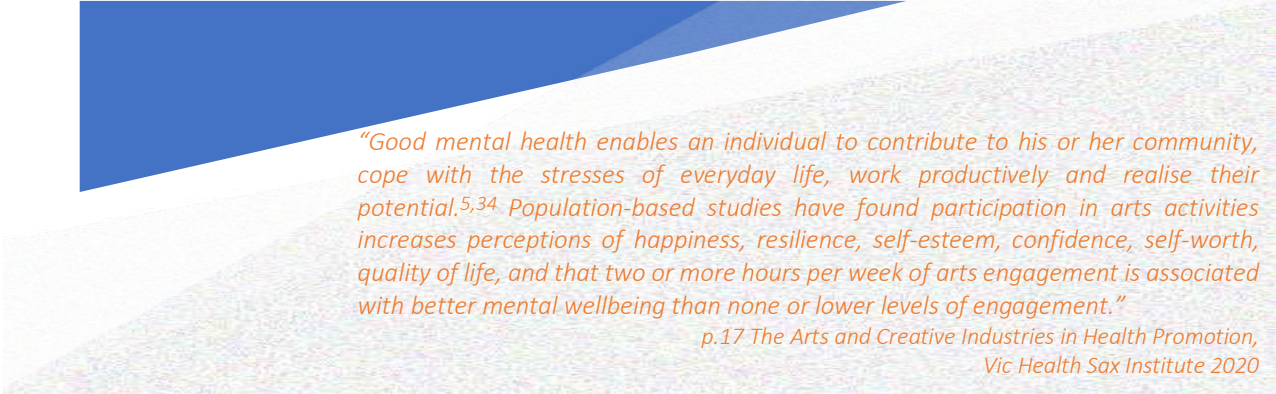
Full term total - \$36,000

3. ***Funding of long-term project across schools for 2022***

Funding submission to be activated through the remainder of 2021 to source funds for a two-year artist-in-residence style program to support ongoing engagement and capacity building with a whole of school wellbeing focus.

The residency program will be based on a weekly half day engagement in each school with alternating artforms across the terms.





“Good mental health enables an individual to contribute to his or her community, cope with the stresses of everyday life, work productively and realise their potential.^{5,34} Population-based studies have found participation in arts activities increases perceptions of happiness, resilience, self-esteem, confidence, self-worth, quality of life, and that two or more hours per week of arts engagement is associated with better mental wellbeing than none or lower levels of engagement.”

*p.17 The Arts and Creative Industries in Health Promotion,
Vic Health Sax Institute 2020*

My Place My Home - Phase 1 Outcome Report

Background and Context

“My Place My Home” is the working title for a creative recovery project which grew out of collegial conversations, initiated in January 2020, around support and outreach to the communities of North East Victoria following the impact of the extensive summer bushfires.

The complex cascading issues impacting this region – drought, fire and COVID – over the last year have resulted in multiple and complex issues for individuals and communities. There was a strong belief among some mental health workers that a highly creative, arts-based approach to psychological recovery could be of great benefit.

Although the advent of COVID-19 created inevitable delays, initial discussions continued between Festival for Healthy Living (FHL) staff from the Royal Children’s Hospital (RCH), the Creative Recovery Network (CRN), and the regional Mental Health Promotion Officer (MHPO) from Albury-Wodonga Health (AWH).

Broad consultation

Following on from initial conversations in the first half of 2021, concerted partnership development has taken place over the following 10-11 months. Beginning in mid-2021, there was collective interest in the process as all partners saw the possibility and potential of creative engagement as a tool for emotional and social wellbeing development. There was a collective identification of a gap in engagement from the children and young people of the region and an evident vulnerability across the community that needed engagement and response. This has led to a framework of connectivity across purpose and vision.

Potential partners were explored, and at the end of July a series of open-ended meetings commenced, with a wide invitation list of potential partners - including schools, community organisations, government, health & wellbeing agencies.

The intent of the meetings was to consult with all stakeholders involved in the disaster recovery space or delivering services across the NE of Victoria, in order to:

1. Provide us with an initial briefing about the agency and service programs, and an understanding of their interests and priorities for their children, young people and communities.

2. To introduce Festival for Health Living and Creative Recovery Network programs, exploring how a local version of these might support existing initiatives for wellbeing in school and community settings, and what may be the expectations, potential interests and opportunities.
3. Begin to assess the capacity of local organisations to resource a creative recovery program over the next 2-3 years, working very strongly with children and young people but also open to whole-of-community approaches.

“Social health is influenced by the strength of a person’s network, their opportunities for social support/connection, their understanding of intersubjective norms and their capacity to make their own choices based on their socioeconomic position (as influenced by education, income, occupation, etc.).^{5,9,32} ... Arts events contribute to health by providing opportunities for people to form friendships, to take part in positive shared experiences and to increase their connection to others.^{7,9}

The arts act as a catalyst for bridging, bonding and linking social capital – it provides opportunities for engagement that reduce social isolation, encourages community cohesion, mutual support, improved intergenerational relationships and connection to family and friends. ^{9,32,33,41-47}

*p.17 The Arts and Creative Industries in Health Promotion,
Vic Health Sax Institute 2020*

By October 2020, these meetings had firmly resolved to work towards a medium to long term creative recovery program in the region. A consolidated Working Party was formed, and after discussions with many schools it was resolved to work initially in the Upper Murray district centred around Corryong. The working title “My Place My Home” was adopted.

A unique, creative, very active form of Scoping Study was devised; one that would involve hundreds of young people and their teachers, as well as many artists and health professionals.

Project Purpose

The long-term core aim of the project is to assist with recovery, and develop mental health and social-emotional wellbeing, through the medium of visual and performing arts. Impacts for students participating in the project are from skills development through to emotional literacy, the building of connection across peer networks and the deepening relational engagement and empathy between young people and school and wellbeing staff.

The Phase One Scoping initiative sought to investigate:

- the interests and needs of the young people of the region,
- the capacity for collaboration across a cluster or clusters of schools,
- the potential support and engagement of various council, education, community health and wellbeing services across the region.

It was recognised that many students and adults are emotionally and physically exhausted. Thus it was necessary to take a gentle approach, and adjust the pace and scale of activity to the needs of the community. A process of idea generation and collective insight into the current identified needs and the shifting landscape was explored. There was collective acknowledgement of the vital need for a long-term conversation and the growing of collaborative relationships to ensure an invested, sustainable future focused vision for the region.

Over the period from December to March, planning continued, paying attention to the following:

- Each of the school communities required special attention to be paid to their unique needs.
- Any major initiatives in the region need to be part of longer-term strategic response.
- Linking in to existing resources was important, given the strain placed on resources by natural disasters.
- Initiatives should support and complement existing initiatives.
- This initiative would need to consider existing school collaborations and partnerships, and how it could strengthen these

It was identified early on that a specific project to focus ideas and grow a process of collaboration would assist in all partners learning how we would work together into the future, as well as testing assumptions about the value of a creative recovery response. It would also offer the energy to galvanise the collective services into the effort of future collaborations and projects.

Through the collaborative process and investment of the collective partners a project budget was developed to ensure the first step of this long-term strategy. Phase one was to test assumptions and ask the young people of the region what they were interested in, how they might like to be engaged and if the use of creative modalities might support friendship, identity and the development of safe places to share their stories.



Phase 1.

Creative Scoping – Workshops Days with 4 schools

As Phase One, four very full days of ‘come and try it’ workshops were proposed, involving over 320 students from Foundation to Year 10 at 4 schools – Corryong P-12, Sacred Heart PS, Khancoban PS and Walwa PS.

I loved the day and activities. It was an amazing day and I had heaps of fun. I loved the interaction all the teachers and leaders put in. Student feedback

The project was managed amazingly, and I could not help but think that it was an Olympic feat to get all the co-ordination right. Artist feedback

Funding support was very promptly pledged by the following organisations:

- Corryong Health
- Towong Shire
- Corryong P-12 College
- Catholic Education (regional office?)
- Albury Wodonga Health
- headspace

Furthermore, as a very significant in-kind contribution, Corryong Health agreed to act as the Auspice agency and provide financial services to the project, including the payment of all invoices and accounting of expenditure and income.

Project Partners

Lead Agencies:

- Albury Wodonga Health
- Creative Recovery Network
- RCH Mental Health (Festival for Healthy Living)
- Corryong Health

Support Agencies:

- Towong Shire
- Regional Arts Victoria
- Gateway Health
- headspace and Be You
- Bushfire Recovery Victoria
- Department of Education & Training
- Catholic Education Sandhurst
- NSW Department of Education
- Beyond Blue
- Corryong Neighbourhood House
- Mungabareena

Phase One Participating Schools:

- Corryong P-12 College
- Khancoban Primary School
- Sacred Heart Primary School, Corryong
- Walwa Primary School

See Appendix 2 for a full list of collaborators

Creatives Team

I felt very connected to other artists and it was great to be part of a team. Getting to have quick debriefs with each other was great.

Artist feedback

A call for Expressions of Interest was released in mid-January, 2021, through the partner organisations, and arts networks in conjunction with Regional Arts Victoria and Murray Arts, among others. The selection criteria was weighted to artists of some experience within a school environment and a local connection to the region.

10 out of 12 applicants were interviewed to ensure we had a good understanding of the current skills and experience across the region. Discussions were also held with several other artists who expressed interest but were not in a position to apply at that time. This discourse was intended to ensure ongoing engagement where possible with a breadth of artists and creatives. It also aimed to build a knowledge of the possible developments that we could plan for the future, pending confirmation of the interests of the young people and the outcomes of this first phase of development.

The final artist group were drawn from across Albury, Beechworth, Chiltern, Corryong, Staghorn Flat and Walwa. The focus of the engagement was to identify local capacity and connect with surrounding areas to build up the network of skilled creatives across the region. This is the foundation for a network resource of connected peers and workers available across the North East to respond to future disasters as well as this most recent one.

I admired and respected the resilience of the students who have been through emotional and overwhelming experiences during the last 12 months (and) their openness to learning new techniques that brought with it a sense of magic towards the arts.

Artist feedback

Creative Scoping - Aims

The overarching aim was to gather a broad range of feedback from children, young people and adults. But in addition, these days were planned to:

- provide a hands-on, encouraging experience of creative engagement,
- enhance capacity of the local community for implementing programs to enhance promotion of social, emotional and mental wellbeing
- increase community connectedness,

- forge healthy relationships between a range of stakeholders dedicated to promoting better health and wellbeing for the children and young people, and if possible to enhance relationships between local families and these stakeholders.

Creative Scoping - Implementation

Each day was wrapped around unpacking the community's ideas, needs and interest in an ongoing program of engagement and sharing stories through song, drama, drumming, soundscapes, cartooning, clay play, chalk drawing, painting, puppetry, and physical expression including circus skills and dance.

Day 1. On the first primary school workshops day, the artists and 'wellbeing angels' ran activities at each of the four schools, scheduled to fit with each schools' timetable, so that all students received at least two different arts experiences during the day at their own school.

Day 2. All four primary schools came together at the Corryong P-12, starting with a welcome from Fran Heath, Principal of Corryong P-12, including an Acknowledgement of Country, then forming mixed-school groups for a very busy 'round-robin' where all students participated in 3 different activities; concluding with a joyful 'show and tell' style culmination of all 200-plus students and some 40 staff.

"MY PLACE MY HOME"													
Primary Schools- Day 2			Schedule										
Friday 19th March 2021 at Corryong P-12 School													
Time reminder will be given 5 min before end of each workshop activity													
From 8am			Set up for creatives/wellbeing angels/staff										
8.30 - 9.15			Creative/wellbeing angels/staff briefing										
			Students travel to Corryong P-12 School- early years campus										
9.15			All Assemble										
9.30-9.50			Students , artists, wellbeing angels , teaching staff all assemble at designated space										
9.50-10			Welcome and Acknowledgement of Country; intro of artist group; overview of day; students into groups										
			Student groups move to 1st workshop ; toilet stops etc										
10am - workshop rotations commence			Drama!!	Sound-scapes	Circus	Take paint for a walk	Course you can draw!!	It's a surprise	What's ur beat?	Have your say!	Chill Out Space	Move, run and play	Nature - walk and draw
			Alyson Multif'n	Allison P Jarvis 1/2	Per &FFFC Gym	Barbara ArtRoom	Adrian Taylor 2/3	Margie's Art Room	Kate F lawn area	Lou S Heycox	John L & staff	Vic C & staff	F-2 staff - all schools
10.00am	W'shop #1 (60 min)	Group 9	Group 3	Group 6	Group 10	Group 5	Group 8	Group 7	Group 2	Group 1	Group 4		
		Nic	Emma	Julian	Claire	Jenni W	Leah	Jodie	Staff	John Lane	Vic C		
11 Recess (30min)													
11.30am	W'shop #2 (60min)	Group 2	Group 4	Group 7	Group 10	Group 6	Group 9	Group 1	Group 8	Group 5	Group 3		
		Nic	Emma	Julian	Claire	Jenni W	Leah	Jodie	Staff	John Lane	Vic C		
12.30pm Lunch (30min)													
1.00pm	W'shop #3 (60min)	Group 6	Group 5	Group 9	Group 8	Group 7	Group 10					Group 1	
		Nic	Emma	Julian	Claire&Kate	Jenni W	Leah					Group 2	
2.00-2.10		All reassemble together at designated spot (Gym)											Group 3
2.10 -2.45		That's a wrap! Plenary session for students, staff, wellbeing, EVERYONE!!											Group 4
2.45-3.15		Students travel back to schools. All students complete feedback survey.											
3.15-4.30		Feedback: Artists, Wellbeing Angels meet with Corryong based staff											
		Then Choir Practice?											

Breakdown of groups:		
F-2 combined:	Gd 3-4's combined	Gd 5-6 combnd
Group 1	Group 5	Group 8
Group 2	Group 6	Group 9
Group 3	Group 7	Group 10
Group 4		

Day 3 & 4. All year 7-10 students of Corryong P-12 spent the full two days participating in five different arts experiences, led by five professional creatives accompanied by 'wellbeing angels'. The second day concluded with a show and tell 'plenary session'.

The work was facilitated by professional creatives with very significant, vital support from teachers and health, youth and welfare professionals. 3 out of 11 activities in the Day 2 workshops program were run by schools staff and/or health workers without professional artist involvement. The collaborative processes used in this phase of the project saw creatives working with student groups, with school staff, and with many health and community professionals (dubbed the ‘wellbeing angels’). All these professionals were presented with opportunities to try new ways to interact with students and young people that they may integrate into their professional practice.

Working with the “wellbeing angels” was a privilege and their assistance and skills were invaluable in the classroom.

Artist feedback

Creative Scoping - Feedback gathering

PLEASE NOTE The scoping of medium-long term potential programs is what phase one set out to support. Implementing the 4 days of schools workshops is just the beginning of many things the project is hoping to achieve. However, for most of the young people, and many of the staff in the school communities and health bodies these workshops days were the only direct contact they have had with the “My Place My Home” initiative.

The focus of the workshop’s was to gather data in various creative ways, rather than just focusing on conversations around a table with young people. Data gathering through engagement was a path to ensure that we were hearing from the young people directly, as well as a range of health, education and arts people.

Aside from participating in the creative programs the young people and participating staff were invited to present their thoughts through a range of processes:

- Dotmocracy – this is a process where an individual is given 3 votes (dots) to place against what they are most interested in continuing as an activity. This ensures a broad overview of interest and gives each individual a range of options to choose from rather than a singular focus.
- Surveys – presented to students, health, education, artists staff and organisation partners after the presentation of the program
- Staff reflection sessions – a facilitated meeting to draw out observations, ideas, issues and opportunities
- Working Party & Artist Team debriefings – a facilitated opportunity post the event to draw out specific observations, ideas, issues and opportunities that we may focus on for future development.

THURSDAY 18TH MARCH @ LORRYONG COLLEGE

STAFF HIGHLIGHTS & POSITIVES

WHAT'S WORKING WELL?

- ★ KIDS WHO MIGHT NOT HAVE BEEN INVOLVED HAD A GO!
- ★ NEW EXPERIENCE.
- ★ KIDS WERE ENGAGED.
- ★ REWARDING & SPONTANEOUS
- ★ STEPPING O/SIDE COMFORT ZONE
- ★ STAFF ENJOYED STEPPING BACK

WEARING A DIFFERENT HAT.

STUDENT RESPONSES

- ★ WHO IS LISTENING?
- ★ COMRADELY STRONG BOND.
- ★ SOME WERE MORE CREATIVE THAN USUAL.
- ★ ENGAGED & "IN TUNE" WITH ACTIVITIES.
- ★ HIGH LEVEL OF FUN.
- LIFE HAS BEEN SERIOUS FOR TOO LONG!
- ★ PREUD OF THE HOME.
- ★ SINGING / SOUNDS.

THE FUTURE

PLANNING & SUSTAINABILITY

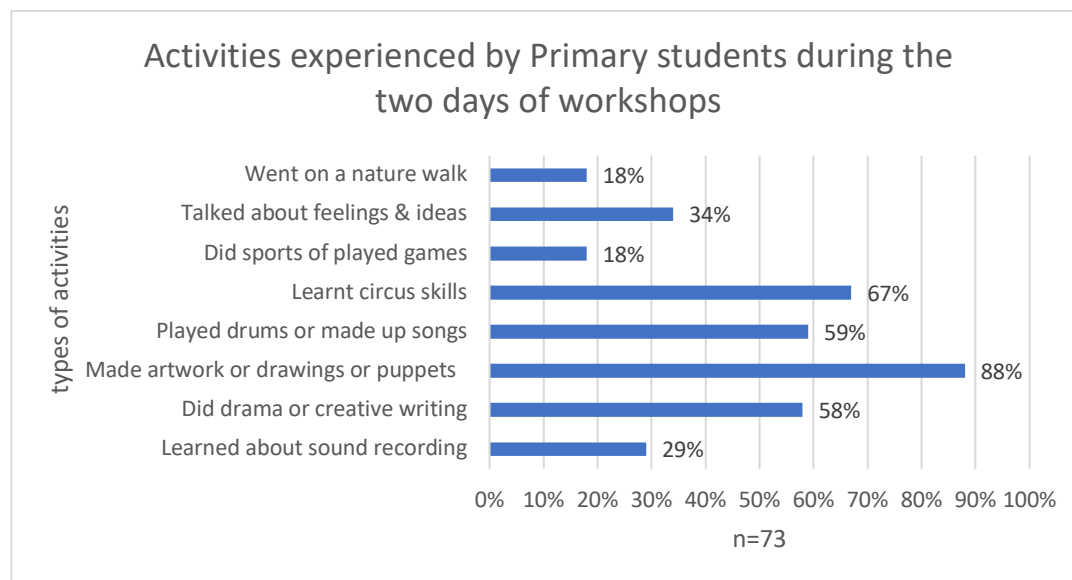
- ★ A QUALITY TASTE IS BENEFICIAL.
- ★ DIVERSITY OF ACCESS TO ACTIVITIES AND ARTS.
- ★ PERMISSION TO DO NON-SCREEN ACTIVITIES.
- ★ INTEGRATING ARTIST WITH CURRICULUM.
- ★ HOW CAN WE INCORPORATE OTHER SENSES IN LEARNING.
- ★ CAN THE ARTISTS BE INCLUDED IN BROADER EXISTING PROGRAMS.

SOUNDS.



WHAT DID WE LEARN?

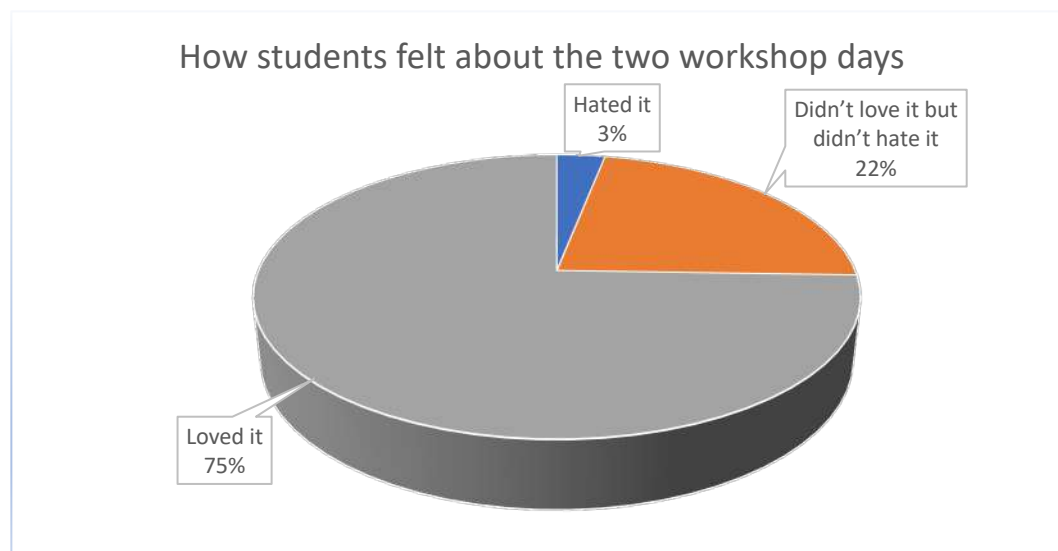
1. WHO DID WHAT?



2. HOW DID YOU FEEL?

What I felt was happiness. I loved all the activities and would love to do it again. I enjoyed the mixed groups as well. Think it is a good idea to mix.

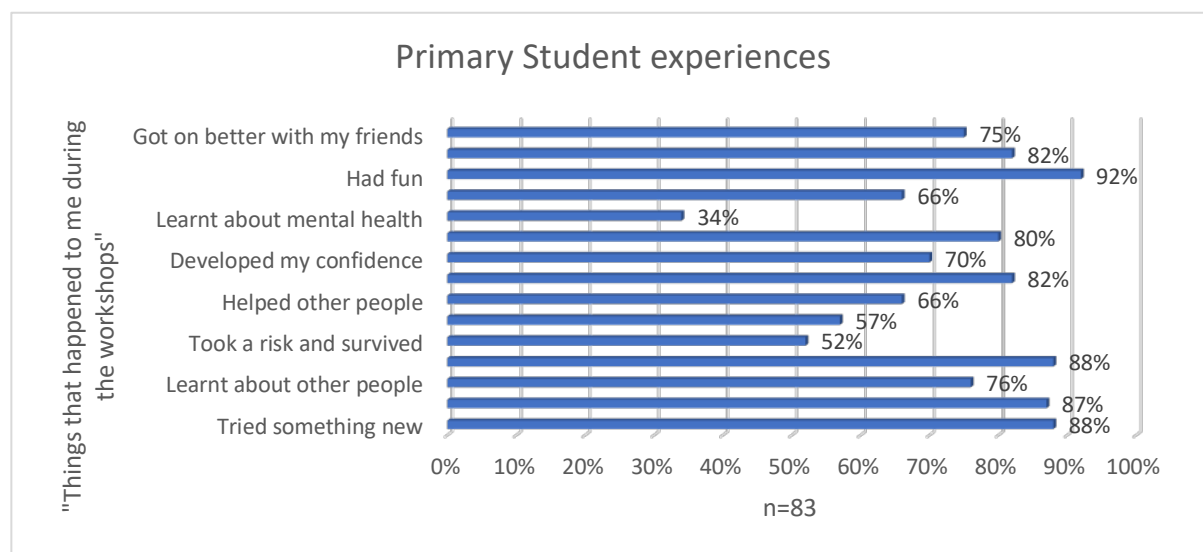
Student feedback



I was brave as I could be because I didn't know everyone at Corryong primary school

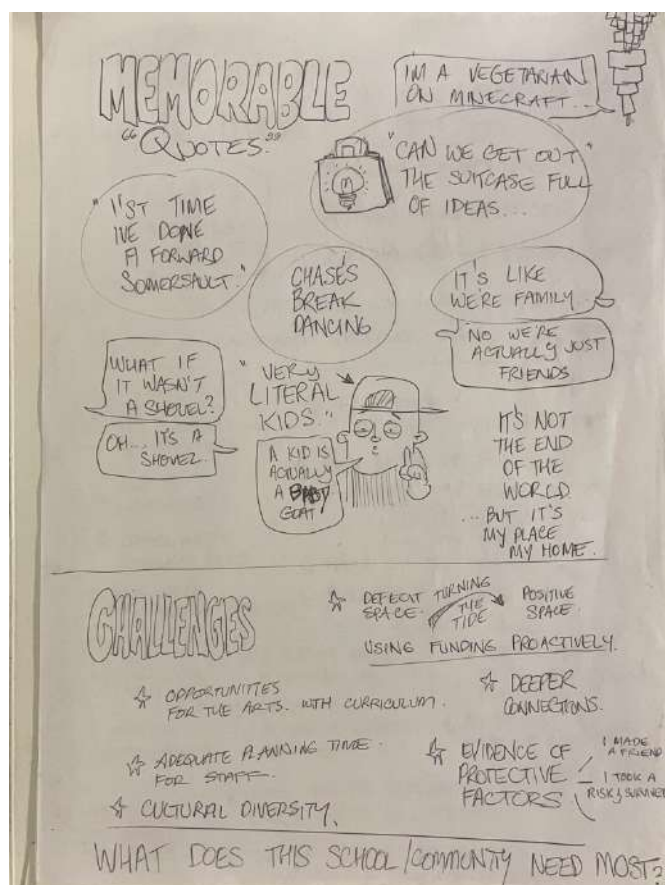
Student feedback

3. WHAT HAPPENED TO ME OVER THE PROJECT?



I enjoyed the other schools coming to my school. And I saw friends from other schools
 Student feedback

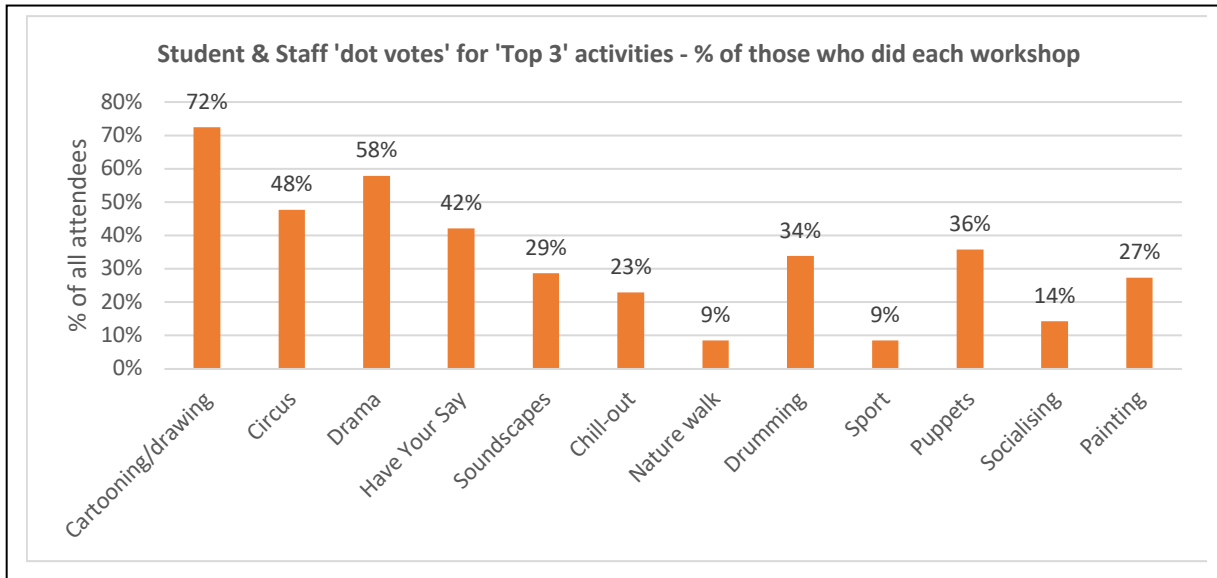
At the start of this I just saw it as time that I could've spent on school work but, I soon discovered how much I would enjoy this and how (it helped with) stress
 Student feedback



4. WHAT DID YOU LIKE BEST?

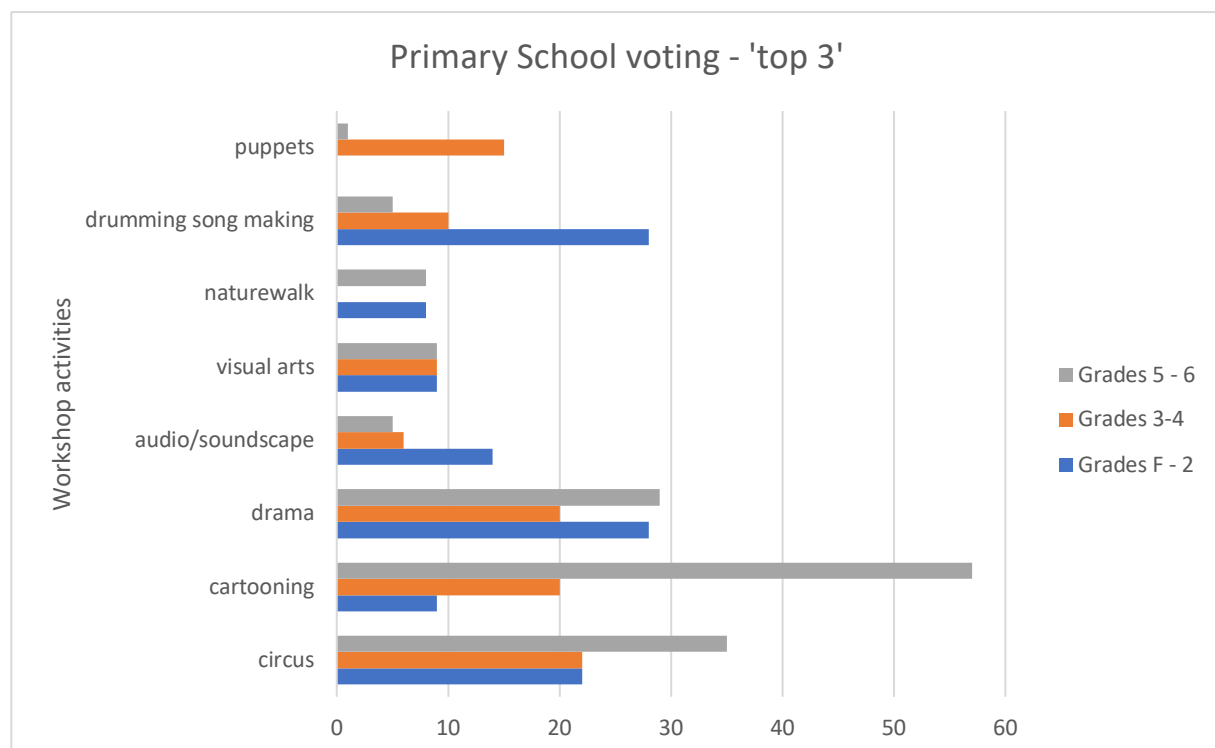
‘Dotmocracy’ - VOTING FOR ARTFORM ENGAGEMENT

Primary Schools #1. Votes cast by Staff and Students at end of two Workshops Days

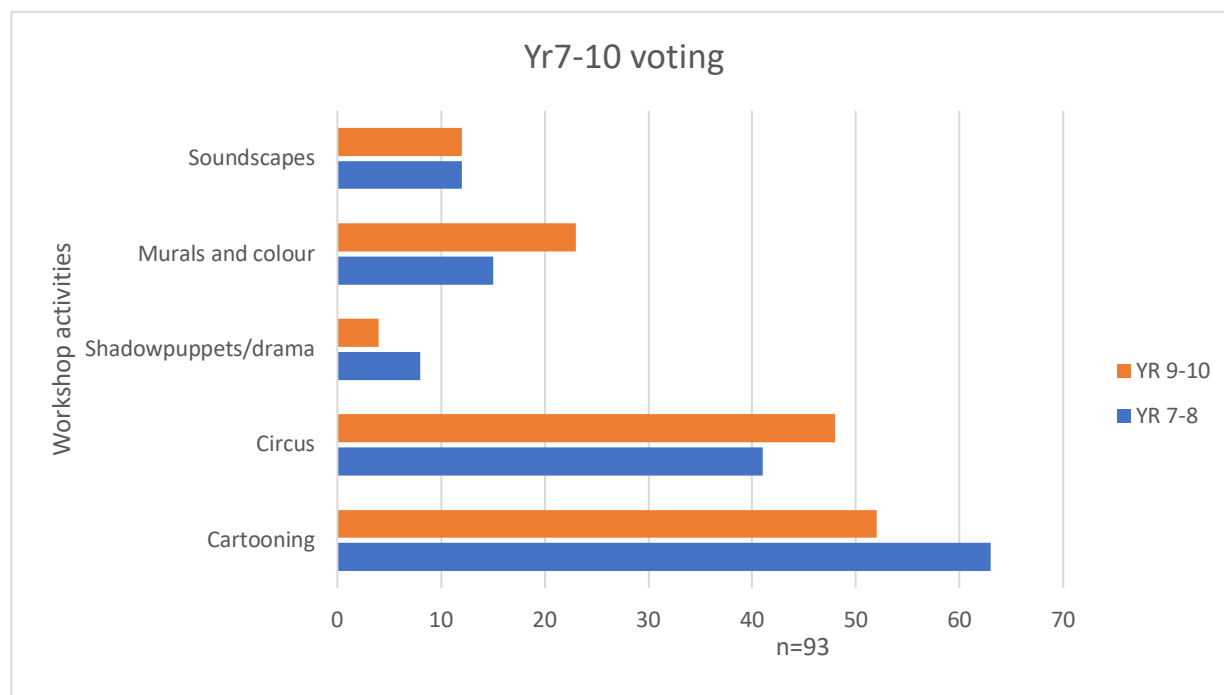


Primary Schools #2

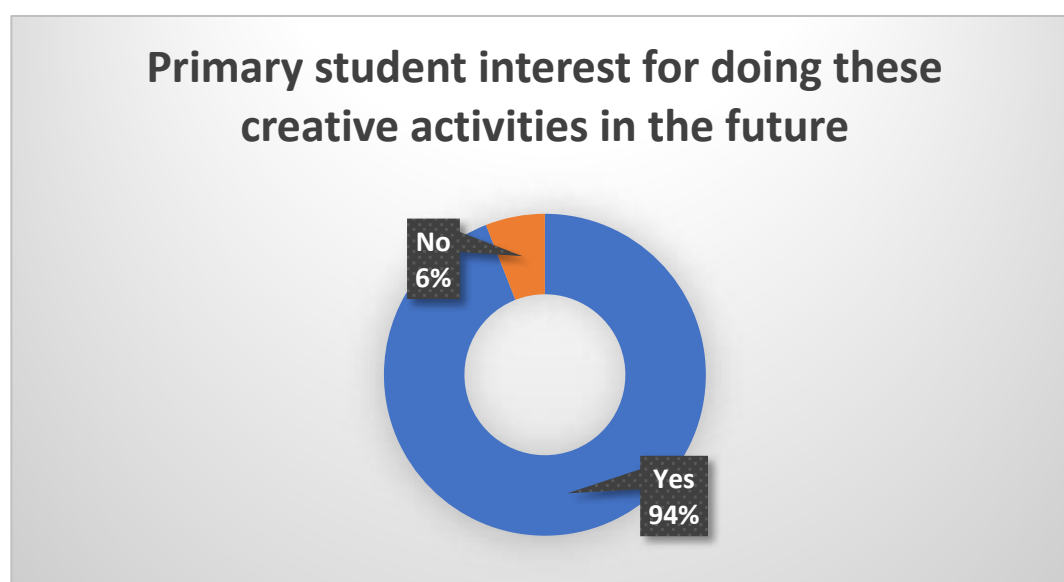
‘Raw data’ – number of votes cast, by age group (4 schools)



Secondary School – all yr7-10 from Corryong P-12 were asked to place a dot on ‘top 3’ activities
 (Note all secondary students participated in all activities in equal numbers)



5. WOULD YOU BE INTERESTED IN MORE?



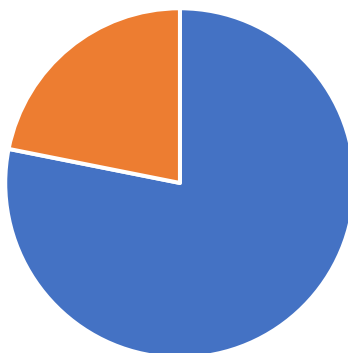
Definitely felt happy!!

It was AMAZING !

Really happy and a bit nervous

Students feedback

Secondary student interest in future such engagement



■ Yes ■ No



“Because it is unlikely that there will be evidence in the near or mid-term future from clinical trials that cover the diversity of disaster and mass violence circumstances, we assembled a worldwide panel of experts on the study and treatment of those exposed to disaster and mass violence to extrapolate from related fields of research, and to gain consensus on intervention principles.

We identified five empirically supported intervention principles that should be used to guide and inform intervention and prevention efforts at the early to mid-term stages. These are promoting: 1) a sense of safety, 2) calming, 3) a sense of self-efficacy and community efficacy, 4) connectedness, and 5) hope.

Hobfoll et al, Five Essential Elements of Immediate and Mid-Term Mass Trauma Intervention: Empirical Evidence. Pschiatrtrv 70(4) Winter 2007”

Next steps

Continue and extend Partnership Collaboration

The combination of artist, teacher and well-being angel (health worker) is a winning combo in all situations.

Artist feedback

This project has showcased the vital and effective collaboration across multiple stakeholders working to support the health and wellbeing of young people and community in the region. The model of health, education and the arts coming together under a united and collaborative framework strengthen the capacity of effective outcomes and stronger engagement and energy around this vital work. The collaboration across multiple skill sets ensures multiple resources are present and available to support the needs of the young people and broader community.

A commitment to continuation of this collective planning and implementation process will ensure an embedded process grounded in the wellbeing connectedness of the collaborative model.

We recommend that the current creative recovery Working Party be formalised as a Steering Committee made up of key sector partners - Arts, Health and Wellbeing, Council(s), Emergency Management – and be supplemented by specific subcommittees of the key areas – Artists Team, Health & Wellbeing Agencies, Schools - to build ideas and generate further interest and support in a long term strategy whilst not overloading meeting requirements.

The establishment of a clear governance relationship, purpose and accountabilities will be an important next step.

Focus for the next phase of planning for the Working Party/Steering Committee:

- Identifying priorities
- Investigation into funding opportunities
- Planning processes and decision-making strategies

“Local councils should... partner with the arts/creative industries, local schools, before/after- school-care, day-care and vacation care to develop and implement arts and/or arts-health programs for children and young people to increase arts engagement, arts appreciation, art skills/knowledge, arts-health awareness, arts-health knowledge, arts-health behaviours and to encourage a lifelong connection with the arts.”

p.55 The Arts and Creative Industries in Health Promotion, Vic Health Sax Institute 2020

Long Term Strategy to be developed

A collaborative engagement is recommended across the arts and health network to support the local Shire Council(s) in the evolution of a long-term arts and health strategy for the region in alignment with the relevant Council Recovery Priorities (economic, social, cultural, environmental). This will ensure the continuation and growth of opportunities for arts and health programs and projects as part of preparedness strategies and long-term health objective of the region.

Build Capacity of local creative network

An extraordinary group of artists were brought together through this project. A dedicated focus needs to grow to prioritise the connection and support for local artists. Reaching across the broader Northeast region to supplement the number of available, experienced artists and to support emerging artists into this community cultural development space.

Opportunities for individual mentoring could be very beneficial.

Artist feedback

Professional Development for teachers re promoting emotional health

It became evident that there is a strong need for support across the teaching community for their own self-care strategies as well as greater support for the understanding and application of broader emotional health strategies. The Drama for Emotional Health program created by Alyson Evans has been proposed and welcomed by teachers, and subject to her availability is possible in late 2021.



Extend Flying Fruit Fly Circus Term 2 Workshops

The continuation of collaboration and extension of currently funded workshop engagement by the Flying Fruit Fly Circus has already been agreed to and implemented through use of a small part of the remaining monies from this initiative. The extension of the program offers all the grade 5/6 students from the 3 smaller schools a chance to participate, along with the same cohort from Corryong P-12. (Started Friday 21st May, due to culminate on Friday 18 June or Friday 25 June).

This is one of the amazing outcomes of collaboration and engagement possible across the partnering services. An ongoing approach to continuing such collaborations is vital for the sustainability of a creative recovery approach.

Develop Cartoon Diary Project incl. animated recordings

There was a strong interest in the work of Adrian Osbourne and an engagement with the notion of cartoon animation. It is recommended that an ongoing engagement with Adrian through the development of a 'diary project' be supported. The notion of an animated diary as a way for young people to express their thoughts and feelings rather than a purely written form would be more approachable and very likely to be invested in by students. The feedback data weighted Adrian's work at the top of the scale, in terms of enjoyment and desire to do more of it in the future.


Record Music Video of song/s written at the combined schools workshops day

It was a unique opportunity to be embedded in the community, to hear their stories and deliver workshops that allowed them to explore and tell their own stories - for their own benefit and for those who will follow them. Artist feedback

The quick generation of songs built immediate excitement and commitment to these works. One has since been presented to the community in a very fine performance by Gr 5/6 students at the Sound Shell in Corryong, due to the hard work and commitment to immediate follow-up by staff at Corryong P-12. It is recommended that this energy of hope and love of place be supported to grow. It is recommended that a high quality recording of the song will enable great connection, skill building and pride across the schools.

The song could be learnt across all of the schools and the making of a video clip could represent a coming together of these communities. Connection could be made to other creative programs such as the local dance school to include choreography. This will support connection of the broader creative community into the work with the schools, and the longer-term creative recovery program development.





“Recent research has estimated people need at least two hours per week of arts engagement for good mental wellbeing, with arts engagement ranging from active involvement like participating, performing and creating art to receptive involvement such as attending, listening and viewing art.”

The Arts and Creative Industries in Health Promotion, Vic Health Sax Institute 2020

Develop Artists in Schools model

I would love to see the opportunity for the schools to engage in further arts projects with multiple artists in their community. I would like to see the community embrace the concept of an “artist in residence” as a permanent position at their school.

Artist feedback

A key long-term strategy to build from this program is the development of a team of artists to connect with schools for at least 1 day per week, preferably 2 consecutive days, over a full term or several terms. This should include in-school and after-school workshops for children and young people, with the addition of after-school and/or evening program(s) for health & education staff, parents & other community members.

The artist-in-residency process would see a team of artists presenting a long-term regular program across the schools. Preferably this would include a mix of very local artists combined with some ‘visiting artists’ (based in the region, within 2 hrs drive). Where needed, this would in some cases enable highly experienced artists to be paired with a local mentoree/trainee artist, thereby further building the local capacity for ongoing programs.

The program would be presented in conjunction with well-being angels and support an ongoing exploration of mental health and emotional wellbeing. Culminations involving celebratory events, exhibition and performance could be staged, whenever appropriate, for individual schools & communities, and also as an opportunity for many schools and communities to come together. This model ensures an ongoing focus and commitment to the use of creative recovery strategies across the schools and region. The model, when evaluated creates a resource that can be drawn upon in response to other natural disasters that may occur in the Northeast Vic.

Connect Soundscapes to recorded stories of place

An extension of the sound workshops has been suggested as good follow-up from the interest of the young people in this artistic mode. Students could write stories of place – stories, poems, reflections - that would be recorded over the soundscapes of their environments to be presented as oral history and expressions of pride in place. This process could support the CRC priorities for economic and tourism development, creating a great promotional tool, and something the young people could take great pride in.

Support End-of-Year performance/cabaret

It became evident that the presentation of a school musical at Corryong was greatly wished for but that the availability of time and access was a growing struggle for the school. It is proposed that support and mentoring offered to the key drivers for this activity would build capacity and potentially ensure a collective outcome. The presentation of a school musical will see a broad range

of possible engagement and community connection. The joy in participation and pride in presentation will greatly support the coming together of people across the region.

If the artists-in-schools model (see Recommendation 9 above) is able to be implemented, then this could also assist in the presentation of this musical event, and/or other end-of-year celebration(s) which could feature both exhibition and performance outcomes.

Connect to Towong Shire Program of School Holiday Activities

It was a reminder how simple, creative and imaginary play has a major impact on people's lives, whatever level of trauma they have experienced, and escapism is just as important as deep exploration into the world around people.

Artist feedback

Support for the continuation and growth of a creative school holiday program came through as a strong and necessary process to ensure safe, welcome and engaged spaces for children and young people in the down time of school activity. A concentration of activities that are linked to known and local artists or artists continuing with the schools in second half of year will ensure a continuity of relationship, support and engagement.

The working party can support opportunity and access to such vital programs. It is noted that some of the artists, who worked on the My Place My Home team, have already been contacted to run school holiday activities, and the working party is well placed to continue to encourage sharing of useful information.

Combine with Towong Shire for after-school arts programs

There is currently a lack of after school programs for children and young people in the district. There is capacity and interest to offer an ongoing creative arts program that will enable connection, expression and building of friendships and development of project ideas. Space, access and funding need to be investigated to support a sustainable ongoing program for the region.

For example, a new program driven by Towong Shire has been proposed, to be set up at one or more venues in Corryong. If the artists-in-schools model (see Recommendation 9 above) is able to be implemented, then this could also provide a weekly pool of artists to contribute regularly to after school arts program(s).

APPENDIX 1

References

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APPENDIX 2

Contact Details Phase 1

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 Jenni W
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APPENDIX 3

Survey Forms

Children and Young people - Primary

My Place My Home" workshops days... How did they go?

1. What did you do over the 2 days of workshops?

Tick all the things you did.

- | | |
|--|--|
| <input type="checkbox"/> Learned about sound recording | <input type="checkbox"/> Learnt circus skills |
| <input type="checkbox"/> Did drama or creative writing | <input type="checkbox"/> Did sports or played games |
| <input type="checkbox"/> Made artwork or drawings or puppets | <input type="checkbox"/> Talked about feelings & ideas |
| <input type="checkbox"/> Played drums or made up songs | <input type="checkbox"/> Went on a nature walk |

Anything else you did?

.....

.....

2. How did you enjoy being part of the workshops?

Circle the one which most shows how you felt about it.



Hated it



Didn't love it but didn't hate it



Loved it

3. What was one thing you really liked?

.....

.....

4. What was one thing you really didn't like?

.....

.....

5 Did any of these things happen for you during the workshops?

Tick as many as you like

- | | |
|--|--|
| <input type="checkbox"/> Tried something new | <input type="checkbox"/> Developed my confidence |
| <input type="checkbox"/> Felt happy | <input type="checkbox"/> Learnt new things |
| <input type="checkbox"/> Learnt about other people | <input type="checkbox"/> Learnt about mental health |
| <input type="checkbox"/> Felt proud of myself | <input type="checkbox"/> Made new friends |
| <input type="checkbox"/> Took a risk and survived | <input type="checkbox"/> Had fun |
| <input type="checkbox"/> Got on better with teachers | <input type="checkbox"/> Enjoyed working in a group |
| <input type="checkbox"/> Helped other people | <input type="checkbox"/> Got on better with my friends |
| <input type="checkbox"/> Made good/interesting artwork, music or performance piece | |

6. Would you like to do more of these activities in the future? Yes ☐ No ☐

7. Which arts and wellbeing activities would you most like to do?

.....
.....
.....
.....

8. Anything else you want to say about the My Place My Home Workshops Days?

What about arts activities you'd like to see happen in the future at your school?

/Please use this page to write as much as you want, or draw us some pictures, about how you felt about the workshops days and your ideas for the future

What I'd like to see is...

AND/OR

What I felt was.....

.....
.....
.....
.....
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.....

School staff, artists and wellbeing professionals

"My Place My Home" workshops days... How did they go?

Some ideas for questions to reflect on with school staff, artists, and health & wellbeing professionals together...

- 2. As a warm-up: Could you come up with 3 words to describe your day?

- 3. So what's working well?
 - What did you yourself most enjoy? (e.g. a personal highlight)

 - And what positive responses are you seeing in your students? What did they respond to best? Have you seen anything that was surprising or different?

 - What benefits do you think will result?
(a) immediately from these first days, and (b) lasting into the future

- Any memorable moments? Or quotable quotes?

4. What's been challenging?

- What's got in the way?

- What could make it work better?

5. What are the things that you'd really like to see more of in the future?

(Imagine that it's a perfect world and there's no time or money constraints!)

- What does this school need most in the next 6 months/1 year/2 years?

- And what about the wider community? What does it need most?

The following are also options to explore (from the student surveys)

Did any of these things happen for you as a result of the workshops?

Tick as many as you like

- | | |
|--|--|
| <input type="checkbox"/> Tried something new | <input type="checkbox"/> Developed my confidence |
| <input type="checkbox"/> Felt happy | <input type="checkbox"/> Learnt new things |
| <input type="checkbox"/> Learnt about other people | <input type="checkbox"/> Learnt about mental health |
| <input type="checkbox"/> Felt proud of myself | <input type="checkbox"/> Made new friends |
| <input type="checkbox"/> Took a risk and survived | <input type="checkbox"/> Had fun |
| <input type="checkbox"/> Got on better with other staff | <input type="checkbox"/> Enjoyed working in a group |
| <input type="checkbox"/> Helped other people | <input type="checkbox"/> Got on better with my friends |
| <input type="checkbox"/> Made good/interesting artwork, music or performance piece | |

6. Anything else you want to say about the My Place My Home Workshops Days?

What about arts activities you'd like to see happen in the future at your school?

/Please use this page to write as much as you want, or draw us some pictures, about how you felt about the workshop days and your ideas for the future

What I'd like to see is...

AND/OR

What I felt was.....

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